

“The Challenges of Education Change”

Daniel Duke

Professor

Leadership, Foundations & Policy

Curry School of Education

University of Virginia

VACTEA Conference

October 12, 2006

ASSUMPTIONS ABOUT ORGANIZATIONAL CHANGE

1. CHANGE IS A PROCESS, NOT AN EVENT
2. ORGANIZATIONS CANNOT CHANGE UNLESS PEOPLE CHANGE
3. AT ANY GIVEN TIME MOST PEOPLE ARE NOT USING ALL THE KNOWLEDGE THEY HAVE
4. SUCCESSFUL CHANGE REQUIRES STABILITY
5. WHERE THERE IS CHANGE, THERE WILL BE CONFLICT

ASSUMPTIONS ABOUT THE TRANSITION PROCESS

- 1. People have characteristic ways of ending things and beginning things.**
- 2. Transitions are not the same changes. Changes are situational. Transitions are psychological.**
- 3. A change without transition is likely to be unsuccessful.**
- 4. We lack a vocabulary for talking about transitions.**

BRIDGES, Managing Transitions (2003)

STAGE 1 OF TRANSITION:

ENDING

Letting go of the old ways and the old identity people had. People need help dealing with their losses.

STAGE 2 OF TRANSITION: THE NEUTRAL ZONE

Going through an in-between time when the old is gone but the new isn't fully operational. In this "neutral zone" psychological realignments are taking place.

NEUTRAL ZONE DANGERS

- 1. Anxiety rises and motivation falls. People feel disoriented. Energy is drained away from work into coping tactics.**
- 2. Employee absenteeism increases.**
- 3. Old weaknesses in the organization re-emerge and old resentments surface anew.**
- 4. People feel overloaded and priorities are confused. As uncertainty grows, confidence in the organization is lost.**
- 5. Polarization occurs among employees. Some want to rush forward; others want to go back to the way things were.**
- 6. The organization becomes vulnerable to outside criticism.**

STAGE 3 OF TRANSITION: NEW BEGINNING

This is when people develop the new identity, experience the new energy, and discover the new sense of purpose that make the change begin to work.

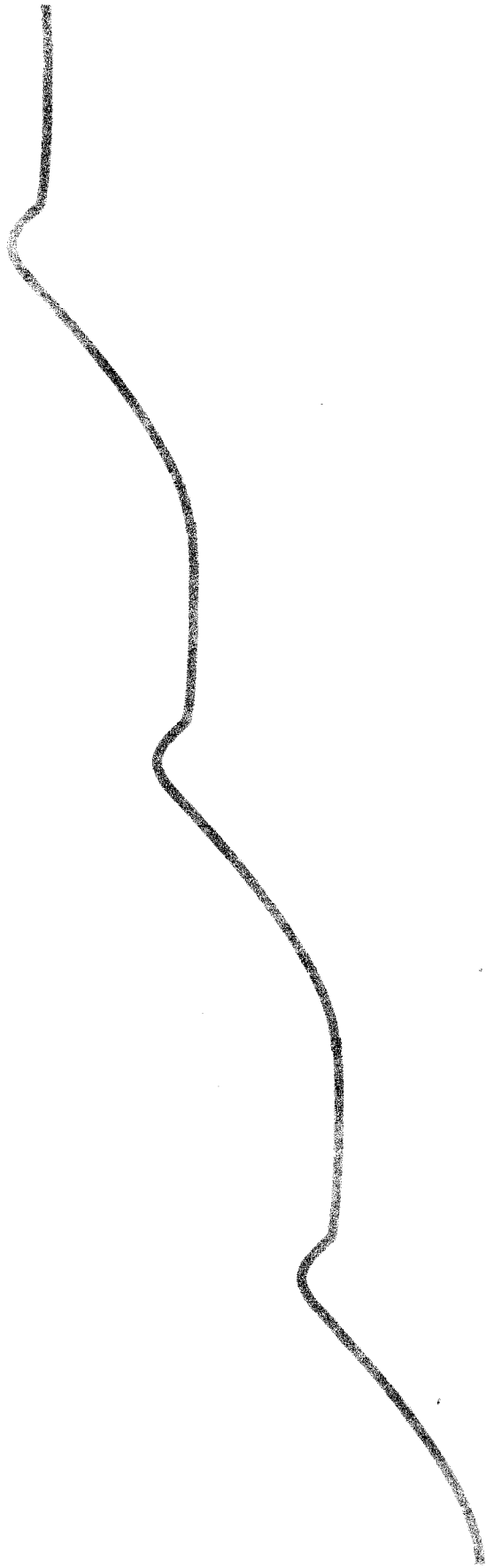
STRATEGIES FOR THE NEW BEGINNING

- 1. Be sure people understand the purpose behind the outcome being sought.**
- 2. Paint a picture of how the desired outcome will look and feel.**
- 3. Lay out a step-by-step plan regarding how the new outcome will be achieved.**
- 4. Give each person a part to play in the plan. People need a tangible way to contribute.**

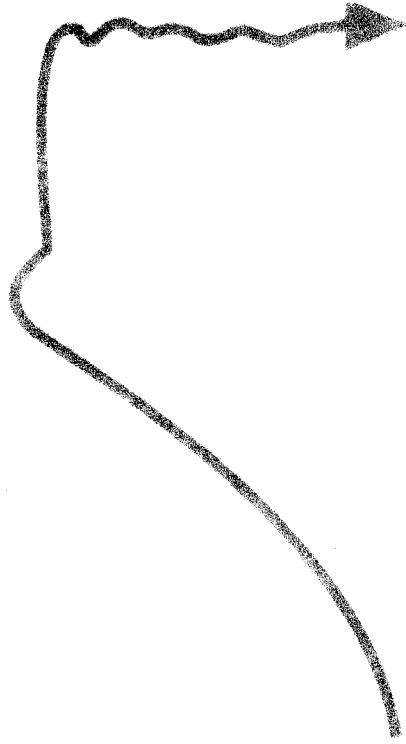
WHY DO PEOPLE RESIST CHANGE?

- 1. Lack of awareness of the need for change.**
- 2. Comfort with current routines.**
- 3. Fear of failure.**
- 4. Fear of success.**
- 5. Failure to understand the learning curve.**
- 6. Change occasions stress.**

MASTERY LEARNING CURVE



THE DABBLER



THE HACKER



THE OBSESSIVE



“SACRED” ASSUMPTIONS ABOUT PUBLIC SCHOOLS

The central activity of school is teaching.

The purpose of teaching is the acquisition of knowledge.

Students must be graded on how well they acquire knowledge.

All students must acquire the same basic knowledge.

All students must acquire basic knowledge in the same amount of time.

All students must acquire basic knowledge in the same sequence and combination.

All students must acquire basic knowledge in the same place.

The needs of all students should be accommodated under the same roof.

FRANKLIN COUNTY, VIRGINIA

POPULATION : 45,200

PER CAPITA INCOME : \$15,695

ADULTS WITHOUT HIGH
SCHOOL DIPLOMAS : 40%

STUDENTS RECEIVING FREE OR
REDUCED MEALS : 32%

**CENTER FOR APPLIED TECHNOLOGY AND
CAREER EXPLORATION (CATCE)**

OPENED : AUGUST 25, 1997

CAPACITY : 500

SQUARE FOOTAGE : 64,000 sq.ft.

COST : APPROX. \$6,500,000

**ARCHITECTS : HAYES, SEAY, MATTERN
& MATTERN, ROANOKE, VIRGINIA**

Center for Applied Technology and Career Exploration

Student Expectations

- Develop oral, written, and auditory communication skills
- Clarify a career path plan
- Develop a work ethic that includes responsibility, initiative, and dependability
- Solve problems effectively in diverse collaborative groups
- Apply problem-solving skills using appropriate technology
- Develop research skills using appropriate technology
- Develop strategies to adapt to change

Center for Applied Technology and Career Exploration

Modules

- Environmental/natural resources
- Arts
- Manufacturing
- Engineering/architectural design
- Media design
- Legal science
- Finance
- Health/human services/medicine

Center for Applied Technology and Career Exploration

Key Features

- Problem-based learning
- Dress varies with activity
- No set lunch
- Co-teaching
- Students work in teams
- Conference center with up-link/down-link capacity
- Every student has a work station
- Students can elect to return in ninth grade for advanced work

WHAT CATCE DOES/DOES NOT HAVE

DOES NOT HAVE

LIBRARY/MEDIA CENTER

DESKS

CAFETERIA

GYMNASIUM

AUDITORIUM

LOCKER IN HALLS

DOES HAVE

ELECTRIC LIBRARY

ONE COMPUTER FOR
EVERY 2 STUDENTS

WORKSTATIONS

COMMONS

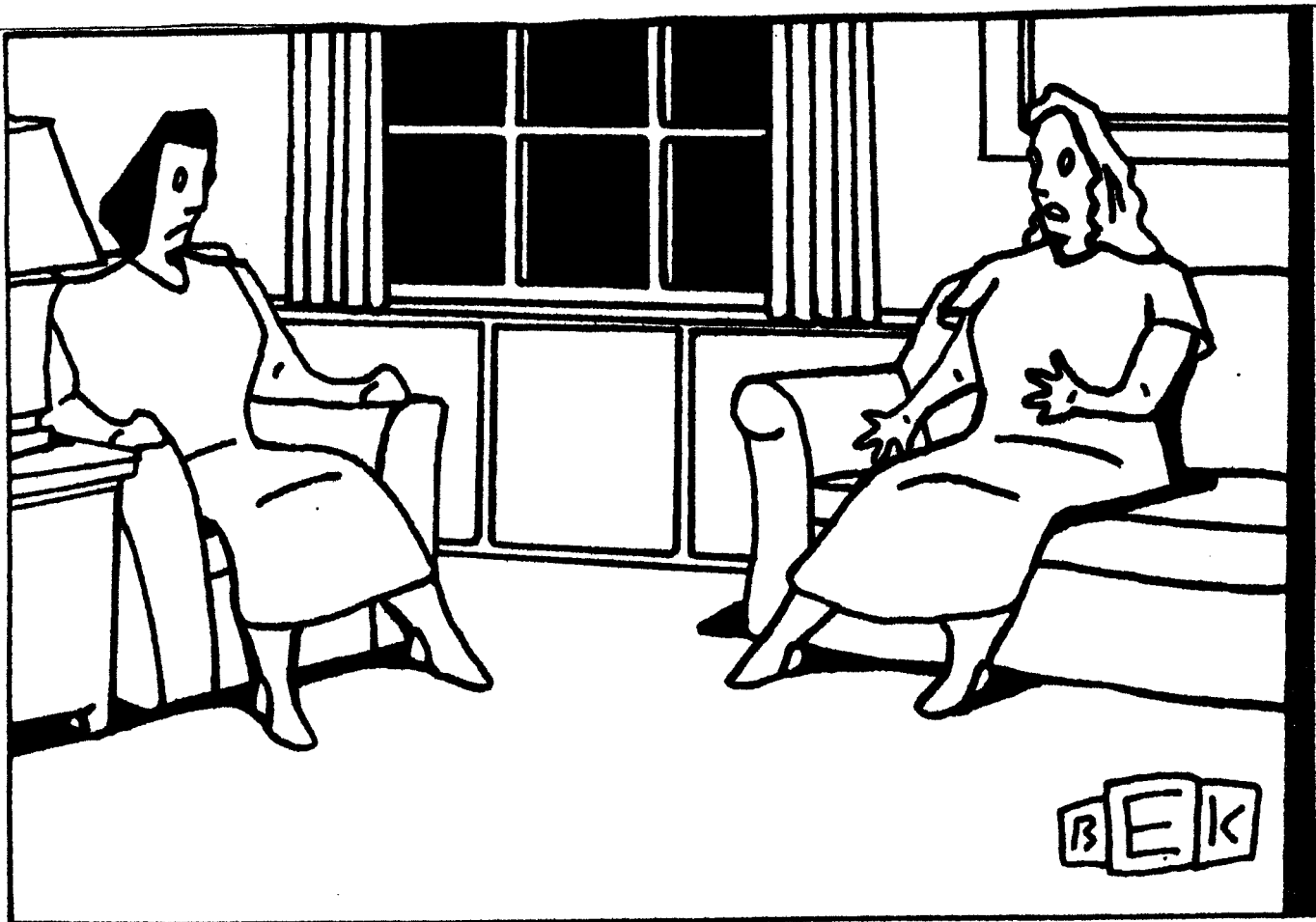
YMCA NEXT DOOR

CONFERENCE CENTER

STORAGE IN
WORKSTATIONS



"He's exactly the kind of man I've always wanted to change."



"It's easy. The first step is to entirely change who you are."